

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Leslie Brooks

Official School Name: Seventh District Elementary School

School Mailing Address:  
20300 York Road  
Parkton, MD 21120-9234

County: Baltimore County State School Code Number\*: 0701

Telephone: (410) 887-1902 Fax: (410) 887-1903

Web site/URL: http://seventhdistrictes.bcps.org E-mail: lbrooks@bcps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Joe A. Hairston

District Name: Baltimore County Public Schools (BCPS) Tel: (410) 887-4554

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Ms. JoAnn Murphy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:	<u>104</u>	Elementary schools
	<u>27</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>26</u>	High schools
	<u>9</u>	Other
	<u><b>166</b></u>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 11038

Average State Per Pupil Expenditure: 11398

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☒ Rural

4. 4 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	9	2	11	7			0
K	46	23	69	8			0
1	26	25	51	9			0
2	23	39	62	10			0
3	40	31	71	11			0
4	37	36	73	12			0
5	37	21	58	Other			0
6			0				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				395

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
4 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 4 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1.	395
(5)	Total transferred students in row (3) divided by total students in row (4).	0.035
(6)	Amount in row (5) multiplied by 100.	3.544

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 29

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 48

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Multiple Disabilities	<u>13</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>2</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>11</u>	<u>10</u>
Total number	<u>41</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	97%	97%	97%	97%
Daily teacher attendance	96%	98%	94%	96%	95%
Teacher turnover rate	4%	19%	10%	7%	14%

Please provide all explanations below.

In 2003-2004, several teachers retired. Additionally, some teachers made the decision to transfer to another school.

Three teachers retired from their positions in 2006-2007.

In 2005-2006, the PE teacher had many health issues..

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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The history and heritage of Seventh District Elementary make it one of the most unique schools in Baltimore County. Seventh District Elementary, the northernmost school in Baltimore County, is located in a predominantly rural area. Our 400 students arrive each day from across an 80 square mile area consisting of farmlands and neighborhood communities.

Last spring, Seventh District celebrated 75 years of educational excellence. Due to a devastating fire, the school was rebuilt in 1970. Faculty, parents, school board members, and architects worked collaboratively to design an open-space structure that includes the two wings that remained after the fire. This architectural blending of the old and the new building reopened in November, 1972. In August of 1997, a modular addition containing eight new classrooms completed the current Seventh District Elementary School.

Our mission states that Seventh District Elementary exists to provide all students with an engaging, authentic, and rigorous learning environment in which students will reach their maximum potential as responsible lifelong learners and productive citizens. We view our students as individuals, and create educational programs to meet their needs. Through data analysis and discussion during monthly professional learning community meetings, student progress is monitored; and programs are tailored to meet the needs of each student.

The Seventh District staff is committed to setting high expectations for students. A student who does not achieve at his true academic potential can benefit from a variety of intervention programs. Teachers are available during lunch, before school, and after school to assist students with assignments and to organize notebooks to ensure that they are ready for instruction. The counselor trains select students to serve as peer mediators in conflict resolution strategies and to promote a feeling of cooperation among the student body. In order to help every student achieve at his maximum potential, special education teachers work closely with classroom teachers to adapt lessons and incorporate a variety of strategies that address differing learning styles. Special education and classroom teachers have the opportunity to collaboratively plan and co-teach lessons that are designed to ensure success for every student. Our five self-contained classrooms provide adaptive and functional learning support to students who benefit from a smaller, structured learning environment.

Our students are showcased in a number of ways. Many have participated in the Maryland Music Educators' Association Demonstration Chorus and the Baltimore County Public Schools' Elementary Choral and Recorder Festival. Artistic talents have been displayed at the Walters Art Museum, the Baltimore Museum of Art, the County Executive's Office, and the Hereford Library.

There is a strong bond and mutual respect between school and home. Our parents have given over 15,500 hours of service over the past three years. Their involvement includes such activities as reading tutors, fluency groups, reading library leaders, math tutors, homework club, and literacy center assistants. Additionally, the PTA works to extend and enrich curriculum through the funding of cultural events and programs and by providing supplementary materials. Student involvement in the community is encouraged by the guidance office and the Student Government Association. Seventh District is involved in its second year of becoming a Green School. Students have made significant contributions toward the creation and maintenance of the mural and garden commemorating our 75th anniversary. They have participated in experiments as well as classroom and hands-on activities to build an appreciation of the environment. Through a variety of service projects, our students support the community, state, and world.

Seventh District students thrive in an environment that challenges, inspires, and instills a sense of wonder about the world around them.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Students in grades three through five take the Maryland School Assessment (MSA), which is a test of reading and math achievement. This test provides educators, parents, and the public with valuable information about student, school, school system, and state performance. The test meets the requirements of the Federal No Child Left Behind Act. MSA scores show how well Maryland children have learned the reading and mathematics skills specified in the Voluntary State Curriculum (VSC). Three proficiency levels, Advanced, Proficient, and Basic, characterize individual student scores on a series of selected and constructed response items. Students who score Advanced or Proficient on the reading MSA are able to demonstrate the ability to construct meaning from on to above grade level text. On the math portion of the MSA, students are able to successfully apply math concepts to real-world situations.

The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP). Schools, districts, and the state must show that students are meeting the requirements of AYP in reading, math, and attendance at the elementary level. In addition to student achievement in the aggregate (all students), eight student subgroups (African American, American Indian, Asian/Pacific Islander, Hispanic, White, Limited English Proficiency, Free and Reduced Price Meals, and Special Education) must also meet AYP. It is important to note that although some of the subgroups did not meet the 10% criteria for reporting, we are still accountable for their progress toward meeting AYP, in accordance with Baltimore County's standards.

MSA data since the year 2003 for third and fifth grades and since 2004 for fourth grade show significant progress over time. Our third grades scoring at the proficient or advanced levels increased from 73% to 97% in reading, and 79% to 97% in math. Students in fourth grade showed continuous progress by moving from 92% to 93% in reading, and an impressive increase from 67% to 96% in mathematics. Extraordinary growth was shown as fifth grade students progressed from 92% to 100% in reading, and 82% to 100% in mathematics. Remarkable gains in students scoring at the Advanced level have been seen across grade levels. Specifically, in third grade, students at the advanced level moved from 23% to 46% in reading and 43% to 44% in math; fourth graders scored from 45% to 50% in reading and 37% to 71% in mathematics; fifth grade students improved from 55% to 79% in reading, while impressive gains were seen in math from 25% to 63%.

All subgroups have made AYP four out of the past five years, and all have met or exceeded the county and state levels of proficiency. Seventh District's mission to close the achievement gap among subgroups has met with considerable success. Last year, 100% of African American students at the fifth-grade level scored in the proficient and advanced ranges in both math and reading. Dramatic advancement was seen in our special education population. In third grade, students improved from 30% to 91% in reading, and 40% to 100% in math. Fourth graders moved from 67% to 100% in both reading and math, while students in fifth grade progressed from 20% to 100% proficiency.

The teachers and staff at Seventh District Elementary are committed to sustained progress toward the National goal of 100% proficiency for all students. It is the collaborative efforts and passion for academic excellence that permeate the culture of the school and ensures success of every child. We will continue our mission to improve instruction by meeting the individual needs and learning styles of our young learners.

## **2. Using Assessment Results:**

Throughout the year, the staff analyzes assessment data in order to meet the needs of all students. MSA data is reviewed to identify groups of students that exceed grade level standards and students that require additional support with grade level material. A "watch list" of students who scored basic on MSA, as well as students who scored in the lower quarter of the proficient range, is provided to staff by the administration in order to provide appropriate interventions and support.

Short cycle and benchmark assessment scores as well as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results are entered into a database so that the leadership team can closely monitor student progress. This data is maintained through a data management system used by every teacher. This provides continuity for teachers so that they can monitor students' progress from year to year. The math and reading data from formal assessments are entered into data charts that highlight students' strengths and weaknesses on specific skills. These charts are now used county-wide, but were first developed at Seventh District Elementary. The staff members realized the importance of analyzing data in making sound, instructional decisions. Professional Learning Communities (PLC) were formed so that teachers could meet on a regular basis to reflect on data and instructional practices.

The special educators and reading specialist play a vital role in the decision-making process when evaluating data. Interventions are used such as the Systematic Instruction of Phonemic Awareness, Phonics, and Sight Words (SIPPS) program, Fluency Formula, and a variety of leveled texts in reading. A Math Coach Class and Scott Foresman intervention activities are utilized for students who need support in math. In both reading and math, small groups and flexible grouping are used to better meet the needs of all students. The reading specialist along with the professional development committee examine the data in order to create staff development activities that address the needs of students and staff.

## **3. Communicating Assessment Results:**

Assessment results are communicated to parents and students through a variety of formats. The formative assessments are sent home with individualized comments from the classroom teacher. In intermediate grades, student summary reports of short-cycle assessments are provided to parents with objectives and question analysis. Further information is provided to parents about the student's performance through phone calls, conferences, and interims. Based on the data, needs are identified and an Extra Mile Packet is compiled by teachers with additional activities for parents to review and practice with their child at home. After the completion of the Extra Mile Packet, students are re-tested on those skills to demonstrate mastery. The assessment *for* learning model helps students visualize their progress and motivates them toward continuous improvement.

The School Improvement Team and the Parent Teacher Association (PTA), consisting of teachers, administrators, and parents, meet regularly to review overall school performance. These groups disseminate information concerning state-wide initiatives and determine how the community can help the school plan new programs. During these meetings, assessment data are analyzed in order to develop school initiatives and to monitor and revise the School Improvement Plan. Outcomes of these discussions include Curriculum Night, STEM Fair Information Night, Math Coach class, and Math and Technology presentations.

A school-wide newsletter is sent home monthly to communicate assessment results, while phone calls from the principal via Blackboard Connect (an automated phone system) highlight student successes and upcoming events. The Seventh District Elementary School website is an important tool that provides information about school events, as well as student achievement. Information is provided by our Good News Ambassador to the

local newspaper, Baltimore County Public Schools' website, schools in the surrounding area, and the Education Channel, recognizing student accomplishments and assessment data.

Parents are invited to quarterly recognition assemblies to applaud students for their progress and success. Grade levels use team websites, "Good News" postcards, "Student of the Week" and "Cherry on Top" awards to recognize student achievement.

Seventh District Elementary attends a vertical team meeting with Hereford Middle School to communicate students' performance. This enables teachers to create a smooth transition for fifth grade students.

#### **4. Sharing Success:**

Seventh District Elementary's teachers and staff are the heartbeat of our school community. We realize the importance of sharing the school's success and professional expertise with other schools from Baltimore County and the State of Maryland. The staff participates in partnerships with local universities and the high school in order to prepare future educators. Teachers have presented at county-wide professional development seminars, inservice training, and graduate level courses for other colleagues.

Data management has been a focal point, and the strategies have been shared with teachers in other school communities. The professional learning communities continue to grow through presentations beginning at the local level and moving throughout Baltimore County. Teachers have modeled lessons and invited outside professionals to observe and reflect on best practices. Our teachers collaboratively plan engaging lessons, focusing on rigorous instruction and ongoing assessment through the lesson study process. This model has evolved to include other Baltimore County schools and area assistant superintendents to form the basis for the ongoing Assessment Academy. The success of the Assessment Academy captured the interest of other administrators, which resulted in a presentation at a county-wide Principals' meeting.

To further share the school's initiatives and achievements, the community supports and validates extracurricular academic activities including Math 24 Challenge, Geography Bee, STEM Fair, Safe Racer, Young Authors' writing contest, 4 Way Poster Contest, Cup Stackers Tournament, and the Sneaks summer reading program. Seventh District students have been finalists in each of these activities. Teacher excellence has also been recognized through Teacher Association of Baltimore County (TABCO) Rookie of the Year, Minorities in Science Educator Award, and the Chamber of Commerce Awards for Excellence programs.

The teachers of Seventh District Elementary are dedicated to supporting and nurturing lifelong learning. The cohesive and supportive relationship among all stakeholders is invaluable in challenging students to achieve at the highest levels. The quest for excellence at our Blue Ribbon School will be fostered through the collaborative efforts of our staff, as we continue to share the successes of all students.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Seventh District Elementary School's administration and staff collaborate to provide a rigorous instructional program for all students. Instruction is directly aligned with the Maryland Voluntary State Curriculum and Maryland Content Standards. This includes integrated language arts, mathematics, social studies, science, music, art, computer education, media, physical education, and health.

Lessons in all subject areas include authentic instructional activities that incorporate vocabulary development and the concepts, skills, and processes specific to each content area. Teachers collaborate to make interdisciplinary connections that will provide consistency among grade levels. This vertical team approach enables students to make connections between different content areas.

Various skills and strategies are used by students in reading to exhibit their comprehension of text. Direct and explicit instruction is given to increase students' skills in decoding, fluency, monitoring and clarifying, predicting, making inferences, summarizing, and evaluating the author's craft. Lifelong reading is encouraged through motivating activities that include guest readers and volunteer reading guides in classrooms and schoolwide assemblies. The connection between reading and writing is consistently made within the written language program, "6 + 1 Writing Traits."

The BCPS' mathematics program at Seventh District enables students to learn concepts moving from the concrete to the abstract. Lessons are hands-on and sequential, helping students to symbolize and communicate their ideas. A constructivist approach is utilized to explore concepts using reasoning and problem-solving skills. Teachers use the "5Es Lesson" format to build understanding by engaging students, exploring concepts, explaining knowledge gained, extending ideas, and evaluating what is learned.

The science program provides students with hands-on, performance-based lessons that focus on research and problem solving. Science skills and processes using the scientific method are embedded in the "5Es Lesson" format. An annual science fair is held with the opportunity to participate in the countywide Science, Technology, Engineering, and Mathematics (STEM) Fair. Environmental awareness and "earth-friendly" habits are taught and encouraged throughout each day by teachers, staff, parents, and students. These experiences help to prepare students for the projects being implemented in our efforts toward designation as a Green School.

Responsible citizenship is a vital part of the social studies curriculum which includes topics such as history, economics, geography, cultural awareness, communities, and government. Lessons focus on extending and refining students' concepts of the world around them, gaining an understanding of the past, the impact of the present, and their role in shaping the future. Authentic assemblies and field trips are designed to extend the core curriculum and reinforce classroom instruction.

The arts education program at Seventh District incorporates an interdisciplinary approach. In addition to art, we offer vocal and instrumental music instruction, choral groups, strings and band ensembles, and play productions. Throughout the year, students' talents are celebrated during assemblies, evening performances, and art galleries. Health, fitness, and well-being are essential components of the physical education program and encouraged through extra-curricular events for students. These concepts are incorporated in the Wellness Fair which was presented by parents and community members for our families. The use of technology and various media are taught and modeled in lessons on a daily basis in order to prepare students for the future.

As an extension of the core curriculum, specific interests of students are explored as extra-curricular activities. These include Student Government, 24 Challenge, STEM Fair, Safe Racer Competition, Young Authors' Club, Jump Start for Reading, Books & Bagels, Lunch & Literacy, Cool Kids Campaign, Dr. Seuss Day, Reading and Writing Home Journals, Explorers' Reading Program, Math Club, Curriculum Nights, and WSDE Live News.

The BCPS' curriculum at Seventh District Elementary is delivered by a dedicated and caring group of teachers and staff who encourage responsibility, perseverance, and risk taking. The positive relationships that teachers establish with their students greatly contribute to their success.

#### **2a. (Elementary Schools) Reading:**

Seventh District Elementary incorporates a rigorous and comprehensive reading program that is aligned with the Maryland Voluntary State Curriculum(VSC). Our highly-qualified teachers use the core reading programs, Open Court Phonemic Awareness Phonics Kits and Houghton Mifflin Legacy of Literacy as the basis for instruction and to promote lifelong readers. Our primary teachers use the the Open Court Phonics Program to provide our students with systematic and explicit phonics instruction. Our dedicated staff adds a variety of Visual, Auditory, Kinesthetic, Tactile (VAKT) strategies and phonological awareness activities to ensure that all of our students successfully decode and encode.

Houghton Mifflin Legacy of Literacy is used in grades one through five to develop and refine word analysis, fluency, vocabulary, and comprehension skills. Our knowledgeable staff facilitates and embeds higher level questioning in classroom discussions to promote authentic text connections and strategic readers. Readers are encouraged to question, clarify, determine importance, infer, and synthesize both expository and narrative text. Our reading specialist enhances the reading program through staff development, team planning, and team teaching. Team planning and analyzing data enable teachers to use flexible grouping to ensure that all readers' needs are met.

Teachers use a primary intervention model to meet the needs of our students and to promote early literacy in the primary grades. This intervention model uses Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to screen primary students for initial sound fluency, phonemic awareness, phonics, and oral reading fluency. The teachers and resource staff analyze the DIBELS data to determine students' needs and place them in appropriate intervention groups using Systematic Instruction of Phonemic Awareness, Phonics, and Sight Words (SIPPS) and Fluency Formula (systematic fluency instruction) to ensure success.

In grades one and two, students exceeding grade level standards receive instruction which meets their needs via the implementation of the Primary Achievement and Curriculum Enrichment Program. Third through fifth grade students are provided an equally accelerated program through Baltimore County's Gifted and Talented Program.

#### **2b. (Secondary Schools) English:**

This question is for secondary schools only

### **3. Additional Curriculum Area:**

The mission of the BCPS Math Office is for “students to learn rigorous mathematics in an active, engaging environment.” This mission is aligned with Seventh District’s mission, as we provide students with authentic problem solving experiences in a challenging environment. Accommodations are put in place to meet individual needs. The core curriculum is presented using the Scott Foresman series, with supplemental activities from the Investigations series.

The teachers at Seventh District have embraced the new Investigations series used in conjunction with the Scott Foresman series. This is a manipulative-based program where students explore various math concepts in order to foster number sense and problem solving skills. The goal is to develop students’ computational fluency with whole numbers and to facilitate mathematical reasoning.

Exploration is a key component of each lesson. Students are presented with an authentic problem where they use prior knowledge, reasoning, and problem-solving skills to develop ideas about mathematical concepts. Our goal at Seventh District is to increase students’ confidence in math and help them become mathematical thinkers. To encourage students to pursue careers in mathematics, we offer Math in My Career Night, highlighting the vital role of mathematics in the occupations of community members.

Using technology in the classroom, the Whiteboard creates an engaging, interactive environment where students explore mathematical ideas. Parents and students also have access to various resources on a Scott Foresman website. Teachers are able to individualize the students’ assignments online to better meet the needs of each student.

In addition to the resources at home, after school math clubs are offered to accelerate, as well as enrich, students. A Math Coach Class was developed to provide students with additional opportunities to master grade-level skills. The 24 Game Club is offered to promote problem solving and numerical reasoning and to prepare the participants for the countywide 24 Challenge Tournament.

### **4. Instructional Methods:**

Seventh District’s unique population creates a need for the implementation of a variety of instructional methods. All teachers promote the use of best practices for differentiating instruction, while establishing a truly flexible and reflective learning environment. Students are grouped heterogeneously with flexible small groupings across and within grade levels, during which teachers differentiate instruction to meet the needs of all students. Thoughtful and purposeful lessons incorporate concrete, experiential, and abstract learning to ensure optimal learning. The gradual release method of instruction provides opportunities for teacher modeling, guided practice, partner practice, and independent learning. Instruction is enhanced to actively engage all students using techniques such as effective questioning, genuine conversations, cooperative groups, student rubrics, technology, and authentic products.

Teachers closely monitor student progress throughout direct instruction as well as guided and independent practice. By monitoring students’ progress and analyzing formal and informal assessments, teachers are able to reteach and provide extra practice or extension within small groups. To ensure worthwhile and valuable learning, student subgroups are provided with multisensory instruction, modified assignments, variety of leveled text, technology support, and/or intervention and enrichment programs.

Seventh District is a nurturing, inclusive school setting. By building a support system of teachers and resource staff, their collaborative efforts ensure that all students’ needs are met. The dedicated teachers and staff of Seventh District believe that reaching out to an individual or small group, and differentiating their instruction, ensures all students the best learning experience possible.

## **5. Professional Development:**

Just as we want our students at Seventh District Elementary to be lifelong learners, our staff also embraces the importance of this philosophy through professional development. A committee of staff members review surveys administered to teachers, in order to choose the most appropriate professional development. Professional learning experiences are based on the needs of our students as well as new initiatives in education. Experts from the curriculum and instruction offices as well as on-site personnel are asked to share their knowledge on different topics. Past meetings have focused on genuine conversations, higher-level questioning, rigorous instruction, positive behavioral interventions, 6 + 1 Writing Traits, brief constructed response workshops, technology training, brain research, and comprehensive reading and math strategies. Collaborative planning opportunities and ready-made materials are provided at each meeting. This allows teachers to effectively implement the new strategies, which support self-actualization. The staff at Seventh District is always receptive to new ideas and strategies. There are many opportunities for reflection from formal meetings to informal discussions.

A major focus of Seventh District Elementary has been collaborative planning through lesson studies. Teachers work with colleagues to plan lessons that will be taught to different groups of students. Lesson studies are conducted within and across grade levels. The teachers observe each other in order to refine the lessons to provide students with high quality instruction. In order to reflect on best practices, an Assessment Academy was formed last year in which the fifth grade teachers observed instruction at their grade level, and were also able to visit fifth grade classes in other BCPS schools. This led to both intra- and inter- school visitations. The lessons focused on rigorous instruction, higher-level questioning, and ongoing assessments. This helps teachers to distinguish between assessments “for” learning rather than assessments “of” learning. The Assessment Academy is an evolving process that enables teachers to maintain a high standard of rigorous instruction and ensure student success.

## **6. School Leadership:**

The leadership structure of Seventh District Elementary includes the administration, the school improvement team, committee leaders, and professional learning community chairpersons. The principal has made certain that the vision and mission of the school are clear to the staff, students, and parent community. The principal’s vision and high expectations for student achievement are the driving forces that motivate teachers to be risk takers in planning and implementing highly-rigorous instruction to meet the various needs of all students. The principal supervises professional development, committees, grade-level meetings, and the implementation of curriculum and instruction.

The observation process is critical in supporting and refining rigorous instruction in all subject areas. The principal encourages lesson studies within and across grade levels and among other schools so that teachers can share their expertise, knowledge, and experience with colleagues.

The School Leadership Team, led by the principal, develops and refines the School Improvement Plan. The goals and indicators of the SIP, which are based on the analysis of data, result in the continuous improvement that our students have demonstrated over time. The SIP is monitored and revised in order to ensure academic challenge for all students.

The principal promotes a safe and orderly learning environment for all students. The Essential Seven at Seventh was developed collaboratively as a schoolwide discipline program to promote mutual respect among students, teachers, and staff.

The principal establishes caring relationships with students, parents, and staff members and works to maintain open and positive communication through newsletters, Connect-Ed phone messages, weekly staff bulletins, and daily announcements. Resources are used effectively and efficiently to promote a learning environment that supports and enriches the instructional program. The principal understands and appreciates the leadership qualities in her staff. This confidence empowers them to mentor and support each other within the culture of the Professional Learning Community that embodies Seventh District Elementary.





## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	97	93	92	89	87
Advanced	44	54	34	30	32
Number of students tested	71	54	59	70	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	0
Percent of students alternatively assessed	3	0	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

Subject: Reading

Grade: 3

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	97	94	97	93	88
Advanced	46	44	24	30	29
Number of students tested	71	54	59	70	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	2	0
Percent of students alternatively assessed	3	0	0	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

Subject: Mathematics

Grade: 4

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	96	100	96	81	87
Advanced	71	80	57	36	37
Number of students tested	56	59	72	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	4
Percent of students alternatively assessed	0	0	3	3	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

Subject: Reading

Grade: 4

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	93	98	96	90	92
Advanced	50	42	40	25	45
Number of students tested	56	59	72	69	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	2	4
Percent of students alternatively assessed	0	0	3	3	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

Subject: Mathematics

Grade: 5

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	100	96	94	92	81
Advanced	63	58	37	48	25
Number of students tested	62	72	70	62	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	4	2
Percent of students alternatively assessed	0	3	0	6	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

Subject: Reading

Grade: 5

Test: MSA

Edition/Publication Year: 2007

Publisher: MSDE

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Apr
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	100	97	96	95	93
Advanced	79	63	59	58	54
Number of students tested	62	72	69	62	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	4	2
Percent of students alternatively assessed	0	3	0	6	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>2. Racial/Ethnic Group (specify subgroup): White</b>					
Proficient plus Advanced					
Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The Asian, African American, and Hispanic subgroups are too small to report as they are less than 10% of the school's population.

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